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ABSTRACT

A curriculum is presented for teaching emotionally impaired elementary students. The curriculum document describes program management techniques, strategies for developing and maintaining teacher-student relationships, and therapy/change systems. It outlines referral and eligibility procedures and exit criteria. It contains job descriptions for teacher, teacher assistant, teacher consultant, psychologist, and social worker. A section on classroom management techniques offers guidelines on safety, trust relationships, group interaction, classroom climate, classroom organization, room arrangement, class rules, behavior monitoring, behavior intervention, lunch practices, and mainstreaming. Another section describes the program focus in the curriculum areas of mathematics, language arts, social studies and science, microcomputer use, and affective development. Parent involvement is discussed. Annual goals and short-term objectives are listed. Appendices include information on dealing with failure and enhancing learning, a mainstreaming checklist, a list of curriculum materials, forms, and award materials. A bibliography lists nine suggested readings. (JDD)

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Emotionally Impaired Elementary Curriculum

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This booklet describing the Emotionally Impaired elementary program and curriculum is a culmination of seven years of staff interaction, planning and problem solving. It includes

A) Introduction and Philosophy,
B) Entrance and Exit Criteria,
C) Job Descriptions,
D) Classroom Management,
E) Curriculum,
F) Parent Involvement and
G) Goals and Objectives.

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We would also like to thank Kathleen Budd for her efforts on the first edition of the E.I. Curriculum.

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The Grand Ledge School District for their written performance objectives for elementary special education students.

This curriculum is dedicated to the memory of **Don M. Lindsay**, School Social Worker, who gave of himself to all of our E.I. students and their families.

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I. Introduction

The emotionally impaired program is based on the following assumptions:

(A) each student is a unique individual with his/her own social and learning needs,
(B) meaningful relationships are basic to developing adequate social interactions,
(C) trust and honesty between adults and students are the foundations of meaningful relationships,
(D) on-going open communication between staff members is a crucial element in meeting both adult and student needs,
(E) problem solving between staff, parent(s), and student(s) must be as immediate as possible for optimum growth to occur,
(F) understanding of the student's role in the family system is crucial to creating positive change,
(G) all children develop at varying rates and each student's educational program must be designed in accordance with his/her development in the areas of language, affect, psychomotor skills, and cognition,
(H) group experiences that focus on cooperation and responsibility are essential.

Each emotionally impaired classroom can serve 10 students at any one time and a maximum of 15 students. The class has a teacher and an assistant and the teacher in the program has state certification in the area of Emotional Impairment. The emotionally impaired classrooms are located in local school districts throughout Jackson County.

Each classroom provides a variety of educational experiences. The primary function of the teacher is to facilitate each student's understanding of his/her feelings and behavior so that the student can function in a regular classroom. The program focuses on the social and emotional growth of students and the development of specific academic skills is related to the student's emotional growth. When a student is ready to assume responsibility for appropriate behavior in the regular classroom and demonstrates adequate skills for the curriculum area, he/she may be mainstreamed into a regular class.

The teacher and assistant work cooperatively with the interdisciplinary team to meet the special needs of each student. This team includes the supervisor, psychologist, social worker, teacher consultant, and speech and language therapist. Other ancillary service providers are involved as recommended.

The social worker and psychologist may provide individual or group therapy to the students in the program. An **Intervention Plan** is developed on each student. This plan includes helping the student to develop a better self concept and helping them learn alternative acceptable behaviors. The teacher and other team members help the student examine the premises that guide his/her behavior. The students are helped to see themselves as others see them. The student gains a more accurate picture of his/her strengths and weaknesses and new behaviors are introduced and developed with the student.

Parent involvement is an important component of the emotionally impaired program. Home visits, classroom visitations, conferences, and special group meetings are regularly scheduled. This involvement is necessary to help keep parents informed of their child's current educational program and to help parents feel they have a part in their child's education.

Psychiatric consultation is provided to the program on an ongoing basis. This consultation is designed to promote staff development and to provide diagnostic information on specific students and their role in the family system.

The interdisciplinary team meets monthly to discuss student and family concerns, management problems, therapy plans and program changes. A creative problem solving approach is used and specific management strategies are delineated and implemented by all members of the team.

II. Emotionally Impaired Programs

How Do We Make Them Work?

A. E.I. PROGRAM MANAGEMENT

Programs for the Emotionally Impaired are often difficult to manage from both the administrator's and the classroom teacher's point of view. Therefore these programs and the staff who serve the emotionally impaired students and their families require special considerations such as:

1. Outstanding administrative support from the Superintendent and Director of Special Education. These administrators need to understand the complexity of E.I. programs and serve as program advocates for needed changes and improvements.

2. An effective support team i.e., supervisor, social worker, psychologist, teacher consultant, teacher, teacher assistant, Speech and Language therapist and other ancillary personnel that meet regularly to discuss the students and problem solve to meet their individual and program needs.

3. A well defined classroom management system.

4. A classroom climate that is structured, positive and carefully planned.

5. A therapy change system that helps individual students and their families grow and develop.

6. Parents who cooperate and are involved to the best of their ability.

B. DEVELOPING AND MAINTAINING RELATIONSHIPS

Teachers and ancillary staff who serve this population in the programs must be able to provide for them by demonstrating that they:

1. Are "fully present" and listening to the individual.

2. Can build a trust relationship with the student through concrete consistent caring and affection.

3. Can recognize what it is that is unique and special about each student.

4. Can show appreciation of the individual.

5. Can encourage reciprocal communication both verbal and nonverbal with each student.

6. Can discover each student's learning style

C. **PROFESSIONAL DEVELOPMENT**

Numerous opportunities are provided for the staff to develop and grow professionally. It is the supervisor's responsibility to provide:

1. Inservice opportunities such as speakers and seminars.

2. Films, books, journal articles.

3. Appropriate classroom materials and equipment. (See Appendix D)

D. **UNDERSTANDING EMOTIONAL DISTURBANCE**

In order to fully understand emotional disturbance, the staff must be able to understand and diagnose human behavior using the following:

1. Observational techniques.

2. Development of the relationships as they occur between child and parent, child and other significant adults and child with peers.

3. The child's place within the family system.

4. Behavioral consequences.

5. The child's cognitive functioning and processing style.

Through systematic observation and an understanding of development (both social and cognitive) the student's behavior can be understood and appropriate consequences can be applied which will maximize behavior change.

E. **CLASSROOM CLIMATE AND PROCESS**

In addition to the individual educational plan that exists for each student, quality E.I. programming relies upon a variety of approaches and experiences:

1. The classroom must meet basic needs first (e.g., food, safety, sleep, clothing).

2. Organization of the room around a "centers" approach i.e., learning center, cooking center, pet center, computer center, relaxation and affective center, etc.

3. Use of cooperative goal structures which allow social interaction, group problem solving experience and peer tutoring.

4. Promotion of structured physical activities and recreation.

5. The teaching style includes: direct teaching, active listening, problem solving, goal setting, and follow through.

6. The teacher encourages appropriate behavior while inappropriate behavior is stopped and logical consequences applied. Additionally the teacher is aware of the student's emotional needs and integrates this information into appropriate behavior management techniques.

7. The teacher seeks feedback from his/her team members and self evaluates.

F. THERAPY/CHANGE SYSTEMS

The ancillary staff involved in direct treatment uses a variety of techniques depending upon the individual student's needs and the classroom need. For example, many younger students respond to art and play therapy while older students who can be confrontive may respond better to Life Space Interview Techniques.

Other formats such as contracts, reframing, enactment, paradoxical strategies, problem solving conferences and guided visual imagery are also utilized.

In summary, it takes effective program management, parental cooperation and quality teachers capable of developing and maintaining trust relationships as well as a positive classroom environment designed to meet the unique needs of each individual. Individual and group therapeutic intervention is tailored to student and program needs.

III.
Entrance And Exit Criteria

A. REFERRAL AND ELIGIBILITY FOR E.I. CERTIFICATION

1. A building team meeting is held to discuss concerns about a particular student. The team consists of the classroom teacher, principal, psychologist, social worker, speech therapist and teacher consultant.

2. An initial referral is made.
The social worker and psychologist assigned to the local building must be a part of the evaluation team.

3. Eligibility - According to rule #1706 of the Special Education Rules and Regulations, the eligibility is determined through manifestation of behavioral problems primarily in the affective domain, over an extended period of time, which adversely affect the person's education to the extent that the person cannot profit from regular learning experiences without special education support. The student must manifest 1 or more of the following characteristics:
   a. Inability to build or maintain satisfactory interpersonal relationships within the school environment.
   b. Inappropriate types of behavior or feelings under normal circumstances.
   c. General pervasive mood of unhappiness or depression.
   d. Tendency to develop physical symptoms or fears associated with personal or school problems.

A determination of impairment shall not be based solely on behaviors related to environmental, cultural or economic differences.

The term "Emotionally Impaired" also includes persons who, in addition to the above characteristics, exhibit maladaptive behaviors related to schizophrenia, autism or similar disorders. The term "Emotionally Impaired" does not include persons who are socially maladjusted unless it is determined that such persons are emotionally impaired.

The differentiation between **social maladjustment and emotional disturbance** is a difficult one because, on the surface, the behavior may look the same. It is the dynamics behind the behavior that are different.

Socially maladjusted usually includes students who demonstrate:

-- knowledge of social expectations in the school and/or other settings and choose not to conform to those expectations,
-- a lack of age appropriate concern for their behavior and its effect on others,
-- difficulty accepting responsibility for their own behavior and overt defiance of directions from adults,
-- involvement with courts.

Socially maladjusted students may generate problems in school, are frequently delayed in educational achievement, are manipulative of others and may appear to be in a perpetual power struggle with authority. Their behavior may not, however, significantly differ from their families or peer groups.

The emotionally impaired shall not include persons whose behaviors are primarily the result of intellectual, sensory or health factors.

A determination of impairment shall be based on data provided by a multidisciplinary team which shall include a comprehensive evaluation by both of the following:

A psychologist or psychiatrist.
A school social worker.

During the evaluation the social worker and psychologist may decide to use behavioral or academic intervention strategies. A list of recommended intervention strategies is listed below.

To qualify for Emotional Impairment the behavior must be so pervasive that it interferes with educational achievement. Students who are functioning at grade level usually do not qualify for a classroom placement.

Initial Emotionally Impaired Certification

An Individualized Educational Planning Committee meeting is held and the student is certified as eligible for Special Education Services as an emotionally impaired student. When the student is initially certified as emotionally impaired, social work services are provided and other intervention strategies are determined.

Intervention Strategies - (Prior to classroom placement)

These intervention strategies are usually implemented over a period of time. Some strategies which should be tried are:

BEHAVIORAL	ACADEMIC
behavioral management	peer or other tutoring
social work services	shorter assignments/different approach
consultant help	teacher assistants/other helpers
modified schedule	alternative materials
change in teachers	remedial programs
	teaching to their strengths

Other special education placements should be considered and community resources should be utilized.

Special Education Services and Placements	Community Resources
Teacher Consultant Services	Community Mental Health
Social Work Services	Family Service
Learning Disabled	Children's Psychiatric Hospital
Educable Mentally Impaired	Department of Social Services
Preprimary	
Autistic	
Resource Room	

B. REFERRAL REQUIREMENTS FOR E.I. CLASSROOM PLACEMENTS

1. Local Team Responsibilities

The referral for emotionally impaired classroom placement is made only after the local building team has agreed that emotionally impaired placement is appropriate.

The local building social worker and psychologist will have completed their evaluations and agreed on their recommendation for certification.

The teacher consultant, social worker or psychologist should discuss possible classroom placements with their immediate supervisor. All possible less restrictive options should be explored.

Parents should be aware, throughout the evaluation process, that an emotionally impaired placement is being considered.

The teacher consultant submits a referral via the Classroom Referral Information Form on the following page. These forms are available from the secretary of the department.

EMOTIONALLY IMPAIRED OR DAY TREATMENT
CLASSROOM PLACEMENT REFERRAL INFORMATION

NAME: _____

ADDRESS: _____

AGE/GRADE: _____ BUILDING: _____

REFERRAL TEAM: _____

What local building team members have been involved with this referral? Are all in agreement?

Parents attitude toward Emotionally Impaired classroom or Day Treatment placement:

Pertinent family information:

Current educational status:

Past intervention strategies:

_____
Date

_____
Submitted by

_____
Principal's Signature

*The student will be observed by an E.I. or Day Treatment staff person. If Day Treatment is recommended an ISD staff person will fill out the Day Treatment packet.

This form should also be used when considering a handicapped student for Jackson Public Schools Alternative School.

2. **Classroom Placement** - (Initial Emotionally Impaired Placements)

   a. If the student does not appear to be responding to the behavior management strategies suggested by the local team, the supervisor for the emotionally impaired programs must be given an Emotionally Impaired Classroom Placement Referral Information form. After the referral is given to the supervisor the placement process takes approximately 30 school days.

   b. The supervisor and/or another member of the team of the emotionally impaired department will schedule one or more observations and review the current educational and/or behavioral plan for the student. The results of the classroom observations will be shared with the local team members.

   c. A data review will be set up. This will usually include the Intermediate School District staff who are working with or have knowledge about the student, the supervisor, and other appropriate personnel. The data review will focus on the home and school and their effect on the student's adjustment.

   d. After the observation(s), if appropriate, arrangements will be made for the student and parent to visit the emotionally impaired classroom. This will help determine if the student and parent view the emotionally impaired classroom as a viable option.

   e. If placement in the emotionally impaired classroom seems to be in the student's best interest, an Individual Educational Planning Committee meeting is scheduled.

   f. **In considering placements**, the time frame from notification of the supervisor to actual placement will depend upon a number of factors. The factors include:

      i. Readiness of the parent and student to accept placement.
      ii. Adjustment of students previously placed in the program.
      iii. Number and types of students in the emotionally impaired classroom.

3. **Classroom Placements** - (Transfer students and referrals from hospitals and institutions)

   a. The local building psychologist, social worker or teacher consultant are informed of the student and may do further evaluation if indicated. Records are obtained by local building personnel.

   b. If the transfer student was most recently in an E.I. Classroom the student will be placed in the appropriate program. When the

previous placement is unclear, the supervisor for the Emotionally Impaired program is responsible for calling the previous school district or institution and determining the most appropriate placement for the student. The supervisor and/or the psychologist will observe or meet with the student.

c. If needed, a data review called by the supervisor of the Emotionally Impaired program will be set up within one week of the completed observations. This will usually include the Intermediate School District staff working with or knowledgeable about the student, the supervisor and other appropriate personnel. The data review will focus on the home and school and their effect on the student's adjustment.

d. After the data review, arrangements will be made for the student and parent to visit the emotionally impaired classroom. This will help determine if the student and parent view the classroom as a possible option.

e. An Individual Educational Planning Committee meeting is scheduled by local district special education personnel.

C. **EXIT CRITERIA**

1. The student should be **successful in mainstream classes** (such as social studies, science, language arts, math or reading) a minimum of 50% of the school day before return to the home school is considered. The special education and general education classroom teachers document adequate academic performance, and current adaptive behavior information is provided to the home school.

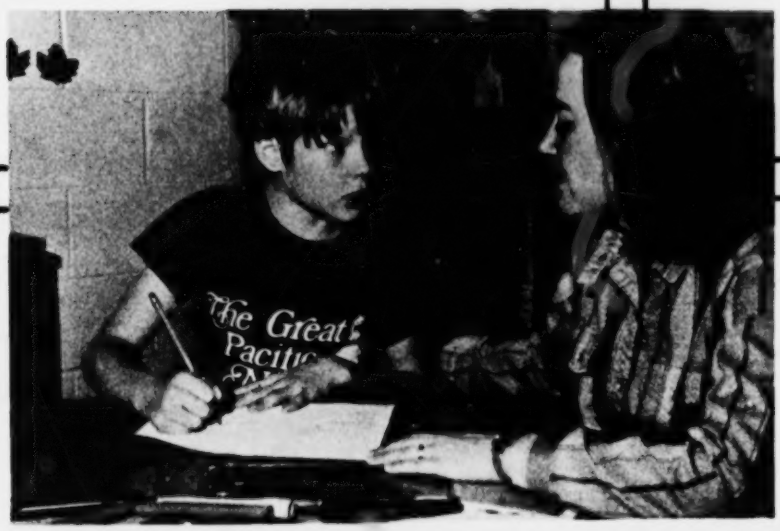
2. The local team is notified by the supervisor of the emotionally impaired program of the student's possible change in placement and, if indicated, a reevaluation is completed.

3. Prior to the student's return, a representative from the local building is invited to observe the student in general education and the emotionally impaired classroom and a data review is held. Students usually return to their home school at the beginning of a semester or school year.

4. An Individualized Educational Planning Committee meeting is convened by the emotionally impaired program personnel. Supportive services are provided as indicated on the Individualized Educational Planning Committee report.

5. During the first months after the student returns to his/her home school, follow-up services are provided.

IV. Job Descriptions



A. TEACHER

The teacher of the emotionally impaired is the primary contact person between the child and the school environment. The teacher provides a supportive classroom environment in which diagnostic/therapeutic teaching helps the child gain understanding of his/her feelings and make better behavioral choices. In addition, the child gains information about his/her environment through direct experiential activities. Each child is provided an individualized academic program that meets individual strengths, weaknesses and learning styles.

The teacher of the emotionally impaired, in cooperation with team members, carries the responsibility for consultation and support of the regular classroom teacher. They help facilitate mainstreaming as it becomes appropriate. The teacher of the emotionally impaired may contact supportive personnel within and outside the school at regular intervals to discuss the students' needs.

In order to enhance the child's progress in school, the teacher of the emotionally impaired works to gain a supportive, trusting relationship with parents. The teacher contacts parents on a regular basis and also schedules parent-teacher conferences and home visits to review the student's progress.

B. TEACHER ASSISTANT

The assistant's role is to facilitate learning, serve as a positive role model and generally help the teacher create a warm, safe and productive atmosphere.

Having both teacher and assistant in the classroom allows more flexibility in dealing with behavioral problems. The duties of the assistant include:

a) carry out specific instructional assignments designed by the teacher

b) support and maintain classroom rules set by the teacher

c) assistance to the teacher in daily preparation

d) recess/lunch duties as established by the teacher

e) participation in parent conferences as appropriate

f) prompt intervention for behavior management as needed.

C. TEACHER CONSULTANT

A teacher consultant is assigned to the emotionally impaired program to provide direct services to emotionally impaired students and indirect support services to the teachers and staff. The teacher consultant has a caseload of up to 25 students. Students are recommended for teacher consultant caseload by the interdisciplinary team. The major consideration for teacher consultant services are students demonstrating a significant need for work on forming relationships with adults, expressing or identifying personal feelings, performing up to academic expectations and/or increasing positive feelings about oneself.

The teacher consultant meets individually with students on a weekly basis. Sessions with the teacher consultant are designed to provide activities not easily carried out in a group session. Many sessions address problems the student is having at school and how to solve them. The teacher consultant may use different activities to help the student understand and solve the problems they are having. For example, the student may draw or dictate a story, put together a personal book, or construct and decorate a model. These activities improve cognitive skills as well as promote affective and social development.

In addition to these duties, the teacher consultant is a member of the interdisciplinary team. The consultant supports and assists the teachers and assistants in developing individual educational programs, selecting appropriate classroom materials and determining necessary behavioral interventions. The teacher consultant for the emotionally impaired serves as chairperson for all Individual Educational Planning Committee meetings for students in the emotionally impaired classroom and students leaving the emotionally impaired classroom to return to their home district.

D. PSYCHOLOGIST

The role of the psychologist is to assist the professional staff, parents and community therapists with the total diagnostic and prescriptive needs of emotionally impaired students. The psychologist is available to provide a variety of services in such areas as: classroom observation, analysis of teaching behavior, affective education, cognitive and social/emotional development, curriculum development and prescriptive recommendations, ability assessment, personality assessment, educational assessment, interpreting psychological and neurological data, therapeutic intervention, and community psychology. The psychologist works with some of the most difficult students in the Emotionally Impaired Program. An **Intervention Plan** is developed on each student served by the psychologist.

Additionally, the psychologist works closely with the social worker to increase parental involvement and expand direct services to students.

E. SOCIAL WORKER

The social worker functions as a facilitator of affective development for the child, a consultant to teachers and parents and acts as a liaison between the community agencies and school. A primary role the social worker fulfills is as a supportive consultant in assessing and helping to implement the therapeutic educational process. Crisis intervention is an ongoing responsibility of the social worker.

Children are seen for therapy by the social worker according to assessed needs as designated on the Individualized Educational Plan and a specific **Intervention Plan** is developed on each student. A therapeutic approach which emphasizes working with the entire "family system" is used to help both the student and the family change behaviors which interfere with school functions. The social worker is actively involved in the child's school environment in order to facilitate effective feedback and communication with the child, staff and parents.

V. Classroom Management

Points Are Earned For:	Points Are Not Earned If You:
Cooperating With And Showing Respect For Adults	
Getting Along With Others	
Working Quietly And Speaking Appropriately	
Using Time Wisely	
Keeping Self And Objects Where They Belong	

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Classroom management is a very complex task. The classroom teacher has to keep in mind all of the elements which make an E.I. classroom run smoothly. These elements include all of the topics listed below.

A. **SAFETY**

All students in the Emotionally Impaired classroom need to feel "safe" in their classroom environment and need to know that they will not be hurt nor allowed to hurt others. This is clearly explained at the beginning of each year and consequences are developed through a group discussion with the students. Rules are kept simple, stated positively and posted for all to see.

B. **TRUST RELATIONSHIP**

The literature on emotionally disturbed children is replete with references to the importance of establishing a positive **trust** relationship between adults and children. Therefore, an important part of this program is the establishment of basic trust relationships between the teacher and students. Teachers and support staff demonstrate acceptance of the student through personal conversation and contact. Over periods of time the student learns that the teacher and staff will attempt to meet his/her emotional needs in the most positive way possible. It is important to realize that trust relationships are developed over a period of time and may not be in depth for all adult/child interactions.

C. **GROUP INTERACTION**

One of the major problems of students identified as emotionally impaired is their lack of "age appropriate" social communication skills. It is necessary for the classroom teacher to provide modeling, direct instruction and prearranged classroom activities at appropriate developmental levels so that students can acquire acceptable ways of interacting. Group interaction techniques such as Circle Time, Talk Time or Sharing Time is a regular part of the classroom day. This establishes trust and safety for the group as well. Students express themselves on a selected topic and are encouraged to show meaningful feelings and share information. This process develops basic communication skills, cooperative interactions and helps students recognize individual differences.

D. **CLASSROOM CLIMATE**

The most important factors in establishing a positive learning atmosphere are **consistency** and **organization**. Emotionally impaired students respond best to an established structure. Therefore, the daily routine is discussed with the students and posted for them to see.

In addition, the classroom teacher provides consistent interactions through active teaching, voice modulation and close proximity to students. The **"ACTIVE TEACHER"** monitors student's behavior and is able to immediately respond to student's needs. The teacher and assistant do not remain behind the desk or table. Instead they move toward the students offering and providing assistance.

The classroom atmosphere is structured to help students learn to accept their own imperfections. Teachers model acceptance and problem solving strategies. The classroom climate can be described as warm, open, relaxed, safe, supportive, as well as structured and organized.

E. CLASSROOM ORGANIZATION - PRIMARY

Planning is an important part of the classroom and goes on throughout the day. In the Primary Classroom the teacher posts the daily plan for the students. Students are given assignments in the content areas such as reading and math according to their ability level. Paperwork is stressed less than small group direct instruction. The daily learning plan allows for modification depending upon the student's immediate emotional needs. Many "hands on" experiences are provided in the afternoon. These include art projects, language experiences and science and social studies units.

CLASSROOM ORGANIZATION - INTERMEDIATE

More teacher direction is required at the intermediate level. Because of the cognitive development and interest level of the students, academics become a more significant part of the daily educational plan. At this level, the teacher or assistant presents the daily assignment sheet to the students and discusses with them any questions they might have. Any special activities for the day are discussed at this time. Daily planning is flexible and arranged to maintain a calm atmosphere. Transitions receive special considerations so that one activity flows to another. The classroom staff constantly monitors the classroom activity level. They are especially sensitive if a student becomes anxious or overactive and they modify the student's situation as necessary.

Free time is an important part of the intermediate classroom. The amount of free time is based on each student's completion of individual assignments. Students are allowed to choose from centers such as games, puzzles, pets and listening to music. A maximum of 2 or 3 students may choose to go to one center. Free time allows for development of communication and social skills. Students learn the rules of games, how to share, take turns and work cooperatively.

F. ROOM ARRANGEMENT

The room is arranged to meet a variety of individual student needs. Areas for small group instruction are designated. The room is arranged so that specific areas denote the function of the area (academic, listening, play, game, etc.).

1. Dividers or study carrels separate some students and are arranged to decrease distractability and attention seeking behaviors.

2. When a student needs a brief separation from the group they go to a "time out" chair or area.

3. Room arrangement changes as students or group needs vary.

4. Students who need the most structure have the most restrictive room environment.

G. LIMIT SETTING AND CLASS RULES

As previously stated, the rules are formulated by the teacher with student input. The teacher determines the rules that are necessary for the class depending upon the nature of the group.

Rules are kept simple, specific and are positively stated. Examples of simple rules are:

1. Work quietly.
2. Listen to the teacher and others.
3. Treat others as you want to be treated.

Realistic limits are set that can be maintained by the teacher and assistant. Some limits apply to the whole class and some are individual. When the student is unable to handle class or individual limits, the teacher may intervene using techniques such as redirecting, choices, problem solving or time out.

H. BEHAVIOR MONITORING

At the beginning of the year, the teacher introduces the behavioral monitoring system. This is reviewed and adapted throughout the year. E.I. classrooms use a similar management system. Some examples are listed below:

Children often respond to immediate and concrete rewards such as stickers or stamps. Social reinforcers such as: hugs, pats, reassuring smiles or positive statements are used throughout the day. These reinforcers help to build a positive relationship between teacher and students. EXAMPLES are as follows:

Daily awards may be earned. Daily sheets are sent home and these sometimes include individual comments. Parents are encouraged to be part of the behavioral management system and work with the teacher on follow up reinforcement.

1. In the **primary classroom** tokens are distributed throughout the day to reinforce specific positive behaviors. Tokens are collected daily and can be used to purchase items such as matchbox cars, books or crayons at the end of each week. The goal of this system is to shape and strengthen appropriate behaviors as they occur. The teacher and team meet frequently to evaluate and make modifications in the behavior intervention plan.

2. In the **intermediate class** the student's day is divided up into four time blocks. During each interval the student's behavior is monitored and at the end of each block, points are recorded based on their overall performance. Inappropriate behaviors are identified to the student and recorded immediately. Students have their individual totals listed on the board at the end of each day. The point system and block of time is altered to accomodate those students who need immediate reinforcement.

I. METHODS OF BEHAVIOR INTERVENTION

1. Student redirects him or herself.

2. Adult redirects student.

3. Identification of the student's feelings through active listening; student resolves his own problem and continues appropriately in class.

4. Student identifies his area of frustration. Teacher offers two positives choices. Student chooses one and returns to task with or without redirection.

5. Student is unable to make an appropriate choice. Teacher identifies problem area with student and begins a problem solving strategy.

6. Student is unable to problem solve and teacher follows through with logical or natural consequences that have been agreed upon with class and individual student. Loss of privilege such as free time, cooking, etc.

7. Student becomes verbally aggressive and is unable to respond to problem solving strategies. Student is removed from the group.

8. Student becomes physically aggressive. The student is assisted until he regains self control.

Additional behavioral strategies and interventions can be found in "Dealing with Failure and Enhancing Learning" (Appendix)

J. **LUNCH AND RECESS PRACTICES**

1. The classroom teacher or assistant remain with the students during this time. Arrangements are made for the staff to eat lunch before or after the students.

2. Students are mainstreamed with other students whenever possible.

During these unstructured situations it is often necessary for more than one person to be available for the class. The management system used in each classroom is maintained throughout the lunch period.

K. **MAINSTREAMING**

Mainstreaming is encouraged whenever it is appropriate for an individual student. There are several steps that are necessary before mainstreaming occurs.

1. Achievement testing plus teacher and teacher consultant observation indicates probable success.
2. The student demonstrates behavioral readiness for mainstreaming as per the Mainstreaming Checklist (see Appendix).
3. A team meeting is held to discuss mainstreaming.
4. An Individualized Educational Planning Committee meeting is held which includes a general education representative. Parents are informed that mainstreaming will be started.
5. The first areas considered for mainstreaming should be specials (physical education, art, music, lunch).
6. Team meetings are held to monitor and review the child's progress.
7. If the child is unable to consistently meet the guidelines of the checklist, then mainstreaming may be discontinued.

Immediate removal will be made when a student: swears, steals, fights, or has a physical "blow out". If a student continues to have problems in the mainstreamed class, an I.E.P. will be called.

8. Mainstreaming will occur no more than one grade level below the student's chronological age.

a. Mainstreaming teacher information - Possible methods of establishing mainstreaming:

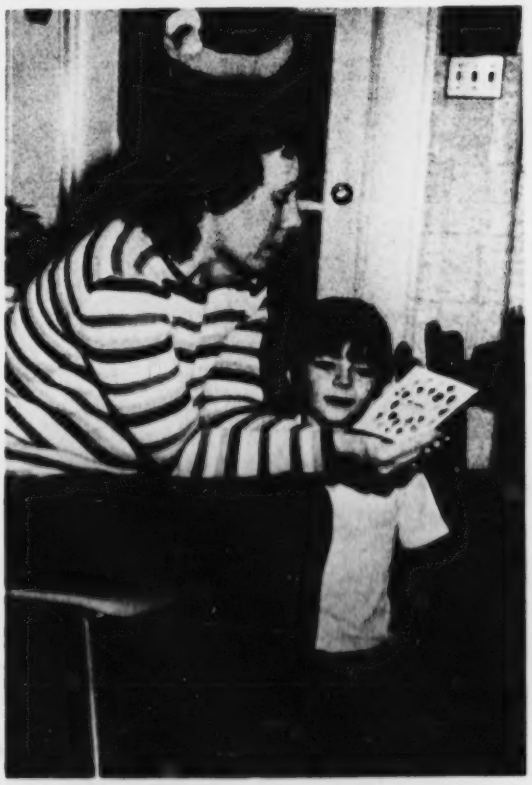
1. Teacher contacts administrative representative regarding mainstreaming and then makes contact with general education teacher.
2. When special learning and emotional problems exist, additional team members may be involved.

9. Methods for maintaining communication with regular class teachers

   a. Weekly meeting with mainstreaming teachers.
   b. Regular informal conversation and point sheet comments by mainstreaming teacher.
   c. Assignment sheets.

The classroom teacher and/or assistant should not remain with the child once the transition has been made.

VI. Curriculum



Programming for each student in the emotionally impaired classroom is a very complex task due to the wide range of experiences, cognitive abilities, academic skills and emotional needs. It is necessary to keep in mind the ongoing curriculum in the regular classroom as our goal is to be able to mainstream students and return them to the regular classroom.

The emotionally impaired classroom must have available copies of the regular classroom materials to accomodate those students who will be mainstreamed. A wide variety of special curriculum materials is needed to adapt to individual learning styles and special needs.

A. MATHEMATICS

1. Program Focus At The Primary Level

Math in the Primary classroom is initially accomplished with the aid of manipulatives. These activities are designed to help the youngster progress from "hands on" association of quantities to a more abstract representation of numerals and sets. Counting with manipulatives and concepts indicating position in space such as "between", "in front of" and "next to" are taught providing a basic mental framework for math concepts. One to one correspondence, recognizing and printing numbers, place value and time concepts and an understanding of math comparative terms and symbols are also taught. Each concept is introduced when the student is ready.

All of the above activities coordinate with the math objectives listed in this curriculum. A variety of materials are used to reinforce the basics of addition and subtraction. These include the Key Math program, Houghton Mifflin and additional materials such as bingo, flash cards and selected computer software programs. For a complete list of these materials please see Appendix.

Some students in the primary program are able to perform at grade level in the district's math program but are not behaviorally ready for mainstreaming. These students then progress through the district adopted math series until mainstreaming occurs.

2. Program Focus At The Intermediate Level

The program at the intermediate level focuses on the basic math processes of addition, subtraction, multiplication and division; also important are concepts of money and time. After basic processes are mastered, word problems are included in the programming. Integral to development of all math skills at the intermediate level is place value. A basic understanding of decimals and fractions is also needed. If youngsters achieve these skills they are typically more ready for mainstreaming into a regular class situation with confidence that they can handle the material. For a complete list of curriculum materials see Appendix D.

Many students in the intermediate program are able to perform at grade level in the district math program but are not behaviorally ready for mainstreaming into a regular class. These students then progress through the district's adopted math series until mainstreaming occurs.

B. LANGUAGE ARTS

1. Program Focus At The Primary Level

Language Arts at the primary level begins with teaching the relationship between the spoken word and the written word. The students are taught that reading is "words written down". Chart stories and the use of the language experience approach help the young student understand this relationship between the spoken word and how it becomes reading. Language experience stories are a central part of the program. For example, students may go to the park and come back and draw a picture and dictate a story to the teacher. Language experience activities such as cooking, collecting outdoor objects, and other experiences in the child's immediate environment are emphasized.

For a listing of language experience activities see Appendix C.

Attentional skills, following directions and recall of information are integrated into all curriculum areas.

Basic reading skills such as decoding, beginning phonics skills, letter identification and printing skills are introduced as the student becomes ready.

2. Program Focus At The Intermediate Level

Language arts at the intermediate level is more complex due to the wide range of abilities in writing and reading skills. The focus at this level is on reading and the written word. Students learn to synthesize information utilizing inference, contextual clues, and sequencing skills.

Some intermediate students need beginning phonics and word attack skills. Each student is taught at their instructional level. Many students at the intermediate level need to develop better listening skills.

Creative writing is taught through story starters, actual experiences and stories they've read. Selected computer software is used to enhance creative writing skills. Reference skills are also introduced at this level.

For the English period students are divided into small groups according to their instructional levels.
Manuscript and cursive are taught through the D'Nealian method of instruction. Journal writing, book reports and research papers are an integral part of the curriculum.

C. SOCIAL STUDIES AND SCIENCE

1. Program Focus At The Primary Level

The Social Studies and Science program at the primary level is based on an experiential approach. Social Studies experiences include: becoming familiar with the school environment, exploring the community, and understanding our place in the community. Special emphasis is placed on the child's relationship within the family. Science concepts taught at the primary level include body awareness, knowledge of surroundings such as seasonal changes, and simple concepts of plants and animals.

2. Program Focus At The Intermediate Level

Many of our students lack basic concepts such as family relationships, place in the family and knowledge of their own city and state. These facts are introduced in the beginning of the school year. As students progress they are moved into the basic textbook. Social Studies at the intermediate level involves an introductory overview of the traditional Social Studies curriculum. These include: regions of the world, cultures, climate, and familiarity with maps and map reading.

Science is another area where students lack basic knowledge. The intermediate level science focuses on topics of interest to the students. Some units often found of interest are: collecting nature items such as rocks, shells, and insects, study of the human body, raising and caring for pets, beginning physics with erector sets and the study of stars and planets. A basic textbook and workbook are used and experiments of interest to the students are performed. A Health textbook and workbook are used at this level. Special health issues are addressed as necessary.

Social studies and science are taught in the E.I. classroom but many of our students can be mainstreamed for these content areas. In general education classes these subjects often involve more auditory presentation of topics such as group discussion, films, field trips or other activities. This type of teaching provides the best atmosphere for reintroducing a student to regular education.

D. MICROCOMPUTER USE IN THE E.I. CLASSROOM

Computers are a vital part of our E.I. Curriculum. We find them useful in promoting all areas of student development including: affective, cognitive and psychomotor. Each elementary room has a computer with a printer. Teachers are in-serviced in the use of computers and the acquisition of software. Students learn basic computer usage and computer-time is scheduled for each student on a regular basis.

Why Use a Computer:

A computer allows students to learn and make mistakes in privacy without the fear of humiliation or reprisals.

A computer gives a feeling of accomplishment that can be shared with others: "Hey, look what I did!" "Gee, I did this all by myself".

A computer can be used to set up purposeful social interactions: students teach each other how to run certain programs or two students cooperate to make the most of shared computer time.

A computer motivates students to complete work quickly and accurately for extra computer time.

A computer uses visual, motor and auditory senses simultaneously.

A computer can be used to review and practice skills previously taught.

A computer provides instructional simulations not normally possible in the classroom.

A computer adds to curriculum areas not normally taught by E.I. teachers: typing, word processing, computer literacy.

Selecting Hardware and Software

Computers can do all of the above if and only if you use the right software. With the wrong software, computers rapidly lose their special charm and become just a textbook on a television screen. To select the right computer we first look at the appropriate software. A good software program must do all or at least most of the following:

1. Be compatible with our selected hardware
2. Be educationally sound
3. Be easy to use
4. Make use of the special features of a computer
5. Be user friendly (for teachers and students)

The most successful programs we've found also:

1. Have very good visual effects
2. Reward correct responses - visually/auditorily
3. Have some type of printed product the student can take with him/her
4. Adapt to a variety of levels

Software - A List of Suggested Basics:

The following is a sample of a core of software programs we found to fit the above criteria and suggest as fundamental programs for an elementary E.I. classroom. Not all titles are necessary but rather one or more programs from each area would provide a well rounded starter set for a classroom. See Appendix E for a complete list of recommended software.

Math

S.R.A. Math
Milliken Math Sequences
Scott Foresman Math

Reading

Hartley/Scuffy & Friends Series
Reader Rabbit
Stickybear Reading
Steps to Comprehension

Graphics

Print Shop
Walt Disney Card & Party Shop
Stickybear Printer

Wordprocessing

Magic Slate
Bank Street Writer

Teacher Utility

CrossWord Magic
Labels, Lists & Letters
Puzzles & Posters
Certificate Maker

Hardware - The Big Decision

In selecting appropriate computer hardware the following becomes the most significant:

1. Compatible with desirable/available software

Also important for hardware selection is:

2. Durability/reliability
3. In-service available
4. Repair services available
5. Ease of use for teacher/students

Our E.I. classrooms have selected Apple hardware as our computer of choice. All of our software runs on the Apple IIe computer. The major publishing companies continue to refurbish the supply of new educational software. Other districts in our area have committed themselves to Apple hardware making in-service and repairs readily available locally. Our teachers appreciate the Apple's clear and easy directions and their reliability and durability in a classroom of E.I. students.

Getting Beyond The Basics With Computers

The biggest problem with using microcomputers in the classroom is keeping up to date. Changes in hardware and new educational software are happening so quickly, it takes time to find out what's newly available and its appropriateness with students. Methods of keeping up to date with computers can include:

Computer magazines such as "A+" and "Creative Computer Learning" offer software reviews, information on hardware and software application and publishers advertisements. These ads are great ways to learn about what's new on the horizon for computer users.

Computer software previewing sources are sometimes difficult to find but they are vital to making good software choices. Teachers need to be able to try out a program themselves before ordering, as software samples are rare and returns are often difficult to make. Sources for previewing software include: individual software publishers like Sunburst or Scholastic, software wholesale distributors, local software computer stores, educational exhibitions at conventions, other teachers using computers or computer-user clubs.

It is worth the effort to find a way to preview software before purchase as mistakes can be costly. An example of the best source our department has found for previewing and purchasing software is the "Learning Center" in Ann Arbor, Michigan. This computer store has a wide selection of software with friendly, helpful staff knowledgeable about education and computers. They allow previewing in their store, will bring software to your district for in-service (with small charge) and are trying to get started a circulating preview library of software.

Inservice is crucial to keeping up with the computer field. The following topics require on-going inservice: extending hardware knowledge, sharing

innovative uses for specific software titles and developing methods of using computers in various curriculum areas. Our teachers are provided computer inservice several ways. They attend appropriate state and local conventions on a regular basis. State computer conferences like Michigan Association for Computer Users in Learning in Michigan offer them a wide menu of needed inservice at a variety of computer users levels. Our local and intermediate school districts have also been good sources for computer training.

Computer Trouble Shooting

When using computers, you always run into glitches or problems with hardware and software. Our first and most reliable source for problems solving is our intermediate school district's SELMC/REMC personnel. If these people can not assist us with a particular question, we feel in good conscience we can contact the publisher directly with our questions. We have found, after quickly exhausting local resources, a phone contact to the person(s) who developed or distributes the software is most helpful. We try not to spend too much time on solving a particular problem that may be beyond our computer knowledge. A team approach to computer problems is often most successful.

E. AFFECTIVE DEVELOPMENT

All learning has affective components. Developing positive attitudes can significantly improve the quality of school life and decrease problems in the classroom. It should be emphasized that a student's affect and cognition cannot be separated. Each affective behavior has a cognitive counterpart, and for every cognitive outcome there are changes in affect. The experiencing of positive emotions and a sense of fulfillment is an essential educational outcome.

The program's affective goals will consider the following areas: building trust, improving attention span, developing organizational skills, increasing problem solving skills, improving self concept, managing frustration, controlling impulses, learning relaxation techniques, promoting accountability for one's actions, maintaining contact with reality, and improving interpersonal relationships.

Affective development is ongoing throughout the day in the program children's feelings are identified for them, recognized as being acceptable and are given alternatives for dealing with these feelings such as verbalizing the feeling or getting involved in another activity.

Structured materials such as Duso and the Care Bear book series on feelings and family problems are used.

F. SOCIAL SKILLS

In addition to ongoing affective education, more formalized social skills training takes place. It is felt that through the teaching of specific social skills and behavioral responses that students will become more successful in social contexts, will gain in self control, and will experience change in thoughts and emotions. This combination of affective education and social skills training provides the optimum environment for acquiring and applying more adaptive feelings and behaviors. Use of specific programs such as Goldstein's Skill Streaming approach and other materials dealing with social skills training are found in Appendix F.

VII. Parent Involvement

A. RATIONALE FOR PARENT INVOLVEMENT

The emotionally impaired program is committed to ongoing parent involvement as basic to each student's growth and development. Parents can frequently be very helpful in providing information and assistance in the development of the child's program. Parents also have the need to know what/how their child is doing in the classroom. This includes both positive and negative reports. Information about community resources is available for parents who request additional supportive services.

B. COMMUNICATION

Ongoing communication is achieved through a variety of means.

1. Parent conferences are scheduled and designed to:

    a. inform parents about the emotionally impaired program and its behavior management techniques
    b. to provide increased awareness of the ways to use these techniques at home
    c. to discuss the primary concerns of the family and
    d. to increase rapport

2. Contact with parents should be maintained regularly through:

    a. letters, notes, and daily progress reports
    b. phone contacts
    c. conferences and annual review
    d. home visits

3. Parents are involved in the implementation of the emotionally impaired program through:

    a. helping develop goals and the Individual Educational Plan
    b. providing information about appropriate consequences and reinforcers used in the behavior program

VIII. Goals And Objectives

JACKSON COUNTY INTERMEDIATE SCHOOL DISTRICT
EMOTIONALLY IMPAIRED PROGRAM
ANNUAL GOALS AND SHORT TERM OBJECTIVES

___ 1. **AG: INCREASE/REINFORCE AUDITORY SKILLS:**
- ___ A. **STO:** The student will demonstrate attentional skills.
- ___ B. **STO:** The student will identify material presented auditorily.
- ___ C. **STO:** The student will follow oral directions.
- ___ D. **STO:** The student will recall appropriate information from an oral presentation.
- ___ E. **STO:**
- ___ F. **STO:**

___ 2. **AG: INCREASE/REINFORCE DECODING SKILLS:**
- ___ A. **STO:** The student will improve readiness skills.
- ___ B. **STO:** The student will improve phonetic analysis skills.
- ___ C. **STO:** The student will improve structured analysis skills.
- ___ D. **STO:** The student will improve use of context clues.
- ___ E. **STO:** The student will increase sight vocabulary.
- ___ F. **STO:** The student will improve oral reading.
- ___ G. **STO:**
- ___ H. **STO:**

___ 3. **AG: INCREASE/REINFORCE READING COMPREHENSION SKILLS:**
- ___ A. **STO:** The student will recall information from a story read.
- ___ B. **STO:** The student will be able to follow written directions.
- ___ C. **STO:** The student will identify main idea of story read.
- ___ D. **STO:** The student will be able to understand the meaning of unfamiliar vocabulary found in a paragraph read.
- ___ E. **STO:** The student will arrange words, sentences and paragraphs into proper sequence.
- ___ F. **STO:** The student will make inferences on given reading selections.
- ___ G. **STO:** The student will demonstrate knowledge of punctuation marks when reading.
- ___ H. **STO:**
- ___ I. **STO:**

___ 4. **AG: INCREASE/REINFORCE REFERENCE AND STUDY SKILLS:**
- ___ A. **STO:** The student will demonstrate the ability to use a dictionary correctly.
- ___ B. **STO:** The student will demonstrate the ability to use an encyclopedia correctly.
- ___ C. **STO:** The student will show an understanding of the library.
- ___ D. **STO:** The student will locate and use reference sections within a textbook.
- ___ E. **STO:**
- ___ F. **STO:**

___ 5. **AG: INCREASE/REINFORCE FINE MOTOR SKILLS:**
- ___ A. **STO:** The student will demonstrate visual-motor integration ability commensurate with his age level.
- ___ B. **STO:** The student will write using correct manuscript letter form.
- ___ C. **STO:** The student will write using the correct cursive letter form.
- ___ D. **STO:**
- ___ E. **STO:**

___ 6. **AG: INCREASE/REINFORCE SPELLING SKILLS:**
- ___ A. **STO:** Improve use of phonetic skills and rules for spelling.
- ___ B. **STO:** The student will learn to spell non-phonetic sight words from memory.
- ___ C. **STO:** The student will demonstrate practical application of spelling skills mastered.
- ___ D. **STO:**
- ___ E. **STO:**

___ 7. **AG: INCREASE/REINFORCE WRITTEN LANGUAGE:**
- ___ A. **STO:** The student will identify basic parts of speech and sentence types.
- ___ B. **STO:** The student will write a complete sentences.
- ___ C. **STO:** The student will write a paragraph.
- ___ D. **STO:** The student will write a multi-paragraph story.
- ___ E. **STO:** The student will write a report.
- ___ F. **STO:** The student will monitor for errors of his own written language.
- ___ G. **STO:**
- ___ H. **STO:**

___ 8. **AG: INCREASE/REINFORCE MATH CONCEPTS:**
- ___ A. **STO:** The student will demonstrate and understanding of math readiness skills.
- ___ B. **STO:** The student will demonstrate an understanding of basic math concepts.
- ___ C. **STO:**
- ___ D. **STO:**

___ 9. **AG: INCREASE/REINFORCE MATH COMPUTATION SKILLS:**
- ___ A. **STO:** The student will solve addition problems.
- ___ B. **STO:** The student will solve subtraction problems.
- ___ C. **STO:** The student will solve multiplication problems.
- ___ D. **STO:** The student will solve division problems.
- ___ E. **STO:** The student will solve fractional problems.
- ___ F. **STO:** The student will memorize facts at an automatic level.
- ___ G. **STO:**
- ___ H. **STO:**

___ 10. **AG: INCREASE/REINFORCE PRACTICAL MATH SKILLS:**
- ___ A. **STO:** The student will solve story problems.
- ___ B. **STO:** The student will master time telling skills.

___ C. **STO:** The student will master money skills.
___ D. **STO:** The student will demonstrate an understanding of measurement.
___ E. **STO:** The student will demonstrate an understanding of graphs.
___ F. **STO:**
___ G. **STO:**

___ 11. **AG: INCREASE/REINFORCE WORK HABITS:**
___ A. **STO:** The student will submit neat, accurate, complete work.
___ B. **STO:** The student will attend, correct and continue to complete tasks using independent behavior skills.
___ C. **STO:** The student will follow directions.
___ D. **STO:** The student will recognize and evaluate personal work habits.
___ E. **STO:**
___ F. **STO:**

___ 12. **AG: INCREASE/REINFORCE RELATIONSHIPS BETWEEN SELF AND OTHERS IN THE SCHOOL ENVIRONMENT:**
___ A. **STO:** The student will discriminate between appropriate and inappropriate behavior.
___ B. **STO:** The student will express feelings and behavior appropriately.
___ C. **STO:** The student will discuss and identify social cues and state how to use them.
___ D. **STO:** The student will list and describe ways to change behavior.
___ E. **STO:** The student will demonstrate respect for rights of others.
___ F. **STO:** The student will list strengths, weaknesses and goals for self.
___ G. **STO:**
___ H. **STO:**

___ 13. **AG: INCREASE/REINFORCE INTERACTION WITH SOCIETIES' RULES AND REGULATIONS:**
___ A. **STO:** The student will list, describe and abide with rules and laws.
___ B. **STO:** The student will pursue and maintain a physically clean environment.
___ C. **STO:** The student will state abilities in realistic terms.
___ D. **STO:**
___ E. **STO:**

***NOTE:** The Elementary Emotionally Impaired Performance Objectives have been printed in a separate document and are available through the Special Education Department, Jackson County Intermediate School District.

BASIC CLASSROOM PERFORMANCE OBJECTIVES

STUDENT NAME: _____ **GRADE:** _____

METHODS OF EVALUATION

A. Standardized test

B. Criterion referenced test

C. Informal tests

D. Teacher observation and charting

E. Student work samples

F. Support personnel evaluations

G. Behavioral checklist

H. Regularly scheduled conference with regular education teachers

ADDITIONAL RESOURCES FOR PERFORMANCE OBJECTIVES

A. Washtenaw Intermediate Secondary Performance Objectives

B. Grand Ledge Performance Objective

C. MEAD Performance Objectives

IX. Appendix

LIST OF APPENDICES

A. Dealing with Failure and Enhancing Learning

B. Mainstreaming Checklist

C. Experiences and Chart Story

D. Subject Area Materials List

E. Computer Software List

F. Selected Affective/Parent Involvement Materials

G. Forms

H. Awards

APPENDIX A
DEALING WITH FAILURE AND ENHANCING LEARNING

DEALING WITH FAILURE AND ENHANCING LEARNING

Some General Comments About Learning

Participation and activity enhance learning.
A person learns best what has meaning for them.
The best time to learn something is when it is useful to us.
What gives satisfaction tends to be repeated.
What is annoying tends to be avoided.
Learning is reinforced when two or more senses are used at the same time.
Security and success make learning more probable.
Emotional tension decreases efficiency in learning.
Conformity and rigidity are the enemies of creativity.
Autocratic teaching may lead to dependence, apathy, or defiance.
The process of learning is as important as the product.
Learning is active, not passive.
Threat and punishment often produce avoidance behavior.
Freedom to learn depends, in part, on freedom from discouragement.
Novelty is generally rewarding.
We learn best that which we participate in selecting and planning.
Unused talents contribute to personal maladjustment.
It is impossible to learn one thing at a time.

Some Specific Programming Helps

Teach organizational skills directly.
Provide acceptance. Make the child feel worthy of help.
Help the child see that they are capable of erring and succeeding within realistic limits.
Provide consistency in discipline and rules.
Provide explicitness and orderliness.
Eliminate extraneous variables.
Teach sorting significant from less significant details.
Specify terminal objectives.
Limit the number of choices to be made. Make verbalizations specific.
Provide additional explanations. Provide immediate feedback.
Be positive.
Be flexible enough to alter your performance demands if the child is frustrated or failing.
Alter the nature and level of the task.
Recognize the child for partially correct responses.

Teachers often view concentration/attention deficits as the most common and perhaps the most annoying "symptoms" shown by children of all ages.

Provide clear and explicit directions.
Provide structured routines and materials.
Use an individualized study booth(s) in your room.
Individualize your teaching.

Break tasks into clearly understood component parts.
Help the child to see and understand the demands of the real world.
Place goals and assignments on the board. Post classroom rules.
Review yesterday's activities and summarize key points.
Give the purposes for assignments. Pre-teach vocabulary.
Watch for signs of attention loss (e.g., overactivity or trance).
Let the child use chart or aids. Shorten assignments.
Mark correct responses.
Chart daily progress.
Use classroom volunteers to maximize one to one teaching.
Provide a clean work space.
Provide low difficulty, high interest materials.
Use Programmed Instruction techniques (small increments of learning that gradually increase in difficulty).
Seek to provide immediate feedback.
Allow light activity to reduce muscular tension.
Reinforce (praise) instances of good attention.
Provide proximity control. Use non-verbal cues.
Limit distractions.
Allow the child some time during the day to concentrate on personal interests.
If the child gets "lost", say: "Let's go back and look at what we decided to do today."
Arrange the physical classroom environment to maximize success.

DEALING WITH DISRUPTIVENESS AND DISCIPLINE

Provide firm limits, consistently adhered to, with consequences clearly spelled out and understood by the student.
Clearly point out desirable and undesirable behaviors ahead of time.
Make sure only realistic demands are made.
Rules must be attainable, enforceable, reasonable, and consistent.
Provide the child with choices and make them reasonable.
Make sure the child knows exactly what's expected.

Consider the student's interests, skills, and overall capabilities.
Students should initially be given assignments in a way which enables them to proceed immediately because the inability to start working is a prime contributor to increases in behavior difficulties.
Assignments must often be broken down into smaller units which will increase the opportunities for teacher contact and praise.
Remove distractions. Help the child in transitions between activities.
Alter the physical arrangement of the classroom to promote proximity control.
Set up the classroom to lessen the probability of a disruptive response being emitted as opposed to waiting for it to occur and then punishing it.
Display classroom rules at all times. Discuss the class rules with your students and ask for their input and acceptance.

Help the child feel worthy of help.
Transmit positive expectations about the student.
Help reduce frustration and failure so that "small challenges" can be dealt with. Tolerance to frustration is a developmental skill, and it can be taught.
Provide occasional public praise when the child can serve as a positive role model. Say "Thank you."
Verbalize recognition of the child's successes with self control.
Reinforce successive approximations of desired behavior.
Give the child a time and a place to work off stressful feelings and energies.
Punishment may increase aggressiveness.
Avoid needless restraint and confinement.
Treat outbursts as calmly as possible so as not to give undeserved attention.
Use withdrawal of attention if appropriate.
Assess the conditions under which the child emits impulsive or distracting behaviors (collect baseline data).
Anticipate and avoid situations where disruptiveness or overactivity is likely to occur.
Make sure that the child is required to be quiet at specific times or under specific circumstances during the day.
Use time out as a last resort. It is a place for the child to simmer down that is free of rewards (the hallway is not a good place). Let the child know that they have a choice between controlling themselves or spending their anger in the time out space.
Explain realities to those children who are easily frustrated by the unknown.
Offer the child a way out of aggravating situations.
Catch somebody doing something good.

APPENDIX B
MAINSTREAMING CHECKLIST

Mainstreaming Checklist

_____ Student can follow directions given.

_____ Student is in control physically (does not blow up).

_____ Student is able to use the teacher as a resource.

_____ Student is able to transfer from Emotionally Impaired teacher to an alternate authority figure.

_____ Student is willing to particpate.

_____ Student is able to move from one room to another without assistance.

_____ Student is able to handle the tasks required in the integration.

_____ Student is able to handle changes in structure (loudness level, movement, transitions).

_____ Student responds to peers in generally appropriate manner.

_____ Student is responsible for class materials.

_____ Student has skills necessary to demonstrate reasonable success in integrated content area.

_____ Student completes tasks regularly required in integration.

_____ Student remains on task in integration.

_____ Student is behaviorally comparable to others in integrated class.

_____ Student assumes responsibility for going to class on time after a reasonable adjustment period.

APPENDIX C
EXPERIENCES AND CHART STORY

EXPERIENCES IN ACTIVE LEARNING

Exploring actively with all the senses.

Discovering relations through direct experience.

Manipulating, transforming and combining materials.

Choosing materials, activities, purposes.

Acquiring skills with tools and equipment.

Using the large muscles.

Taking care of one's own needs.

LANGUAGE EXPERIENCES

Talking with others about personally meaningful experiences.

Describing objects, events and relations.

Expressing feelings in words.

Having one's own spoken language written down by an adult and read back.

Having fun with language: rhyming, making up stories, listening to poems and stories.

EXPERIENCES IN REPRESENTING EXPERIENCES AND IDEAS

Recognizing objects by sound, touch, taste, and smell.

Imitating actions.

Relating pictures, photographs, and models to real places and things.

Role playing; pretending.

Making models out of clay, blocks, etc.

Drawing and painting.

EXPERIENCES IN DEVELOPING LOGICAL REASONING

CLASSIFICATION

Investigating and labeling the attributes of things.

Noticing and describing how things are the same and how they are different. Sorting and matching.
Using and describing something in several different ways.

Describing what characteristics something does not possess or what class it does not belong to.

Holding more than one attribute in mind at a time. (Example: Can you find something that is red and made of wood?)

Distinguishing between "some" and "all".

SERIATION

Comparing: Which one is bigger (smaller), heavier (lighter), rougher (smoother), louder (softer), harder (softer), longer (shorter), taller (shorter), wider (narrower), duller, lighter, etc.

Arranging several things in order along some dimension and describing the relations (the longest one, the shortest one, etc.).

NUMBER CONCEPTS

Comparing number and amount: more/less, same amount; more/fewer, same number.

Comparing the number of items in two sets by matching them up in one-to-one correspondence. (Example: are there as many crackers as there are children?)

Enumerating (counting) objects, as well as counting by rote.

EXPERIENCES IN UNDERSTANDING TIME AND SPACE

SPATIAL RELATIONS

Fitting things together and taking them apart.

Rearranging a set of objects or one object in space (folding twisting, stretching, stacking, tying) and observing the spatial transformations.

Observing things and places from different spatial viewpoints.

Experiencing and describing the positions of things in relation to each other (e.g., in the middle, on the side of, on, off, on top of, over, above).

Experiencing and describing the direction of movement of things and people (to, from, into, out of, toward, away from).

Experiencing and describing relative distances among things and locations (close, near, far, next to, apart, together).

Experiencing and representing one's own body: how it is structured, what various body parts can do.

Learning to locate things in the classroom, school, and neighborhood.

Interpreting representations of spatial relations in drawings and pictures.

Distinguishing and describing shapes.

TIME

Planning and completing what one has planned.

Describing and representing past events.

Anticipating future events verbally and by making appropriate preparations.

Starting and stopping an action on signal.

Noticing, describing different rates of movement.

Using conventional time units when talking about past and future events (morning, yesterday, hour, etc.).

Comparing time periods (short, long; new, old; young, old; a little while, a long time).

Observing that clocks and calendars are used to mark the passage of time.

Observing seasonal changes.

LANGUAGE EXPERIENCE STORY

FINGER JELLO

(Jello was made up ahead of time)

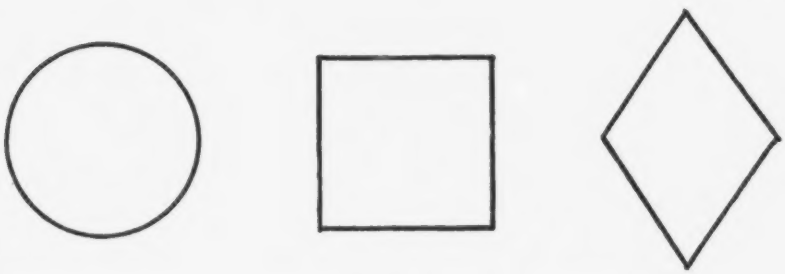
A. **FUTURE TENSE**

1. We will make finger jello shapes
2. We will need finger jello and cookie cutters.
3. We will cut out different shapes of jello with our cookie cutters.
4. We will touch (feel) the jello.
5. We will eat our jello shapes. Yummy, yummy!

B. **PRESENT TENSE IS USED DURING THE LANGUAGE EXPERIENCE**

Corrected - Past Tense

1. We made finger jello shapes.
2. We needed finger jello and cookie cutters.
3. We cut out different shapes of jello with our cookie cutters.
4. We touched (felt) the jello.
5. We ate our jello shapes. Yummy, yummy!



APPENDIX D
SUBJECT AREA MATERIALS LIST

PRIMARY LEVEL
MATH CURRICULUM AND MATERIALS

1. BASIC TEXTS UTILIZED

   Key Math - Early Steps Program by American Guidance Service (AGS)

   Houghton Mifflin Series (K-12)

   Holt Mathematics Series - Happy Way to Numbers

2. VARIETY OF MANIPULATIVE LEARNING GAMES

   a. Bingo
   b. Calendar
   c. Number lines
   d. Flashcards
   e. Manipulatives - counting sticks, counting blocks, floor footprints to count on, weight and height charts
   f. Games - Mother May I, Candyland

3. ADDITIONAL

   Apple IIe Computer - Scott Foresman Math Software
   Systems 80
   Math-a-puter

INTERMEDIATE
MATH CURRICULUM AND MATERIALS

1. BASIC TEXT UTILIZED

   MacMillan - Textbooks
   MacMillan - Reinforcement Math Sheets

2. SUPPLEMENTARY

   Milliken - Math Sequence Disk (for use with the Apple IIe computer)
   Instructo - Monster Math Sheets
   Quizmo - Math Bingo
   Math games - Racko, Scramble (for counting - adding points)
   Manipulatives - Multi machine, flashcards

3. APPLE IIe COMPUTER DISKS

   Dragon Mix - Multiplication by Developmental Learning Materials
   Alligator Mix - Addition by Developmental Learning Materials
   Minnesota Educational Computer Consortium - Elementary Math Disks

PRIMARY LEVEL LANGUAGE ARTS MATERIALS

1. BASIC TEXT

   a. Harcourt Brace Jovanovich
      Reading Series

   b. Random House - Structural Reading
      Stern/Gould/Stern

   c. Flannel Board

   d. Frank Schaffer Ditto Books

   e. Young Children in Action - High Scope Press
      Child's Daily Written Plan

   f. Cove Phonics Series

   g. D'Nealian manuscript and cursive

   h. Frank Shaffer Reading for Meaning Dictionary Skills

2. LANGUAGE EXPERIENCE ACTIVITIES

   Language Experience Activities - Resource Books
   a. Schaumburg Early Education
      Action Experiences

   b. Language Experience Activities
      J.C.I.S.D. Speech Department

   c. Program Overview and Curriculum
      Guide for Physically or Otherwise Health Impaired
      J.C.I.S.D. and J.P.S.

   d. Read-Along Books with Records

   e. T.A.L.K. Program

3. SUPPLEMENTARY MATERIALS

   a. Weekly Reader
   b. Puppets and games
   c. Easy Reader books and group add on stories
   d. Computer - Apple II Software - Kidwriter

INTERMEDIATE LEVEL
LANGUAGE ARTS

1. BASIC TEXT

   Laidlaw - English Textbooks

   Laidlaw - English Workbooks

   Modern Curriculum Press Phonics Series

   Barnell Loft Skills Series

2. SUPPLEMENTARY

   Frank Schaffer
   - Dictionary Skills
   - Reading for Meaning
   - Creative Writing Sheets
   - Language Usage Sheets
   - Rufus Rhyme Time

   Milliken
   - Using Your English
   - Word Puzzles
   - Spelling Adventures
   - Patterns of Language-Activity Sheets

   Developmental Learning Materials
   - Word Hunt Puzzles
   - Vocabulary Development

   Educational Service Inc.
   - Vocabulary Development Sheets

   Sprint Magazine

3. HANDWRITING

   D'Nealian Handwriting Books

4. SPELLING

1. Harcourt Brace Spelling Workbook

2. Hayes Materials

3. Taskmasters

PRIMARY AND INTERMEDIATE LEVELS

SOCIAL STUDIES

1. DISTRICT SOCIAL STUDIES PROGRAM

   Map Skills - Modern Curriculum Press

   History Worksheets

   Heros Word Search

HEALTH/SCIENCE

1. BASIC TEXT

   Accent of Science
   Charles E. Merrill Publishing Co.

   Modern Curriculum Press - Science

2. SUPPLEMENTARY MATERIALS

   Color-Cut-Paste Body Parts - Frank Schaffer

   Scott Foresman Health and Science Textbooks and Workbooks

   Mostly Me - Good Apple

   All About Me - Educational Insights

   Awards - Frank Schaffer

APPENDIX E
SELECTED COMPUTER MATERIALS

MICROCOMPUTER SOFTWARE

TITLE	COMPANY	LEVEL
Apple Logo II	Apple	Secondary
Sesame St. Discs	Applesoft Basics	Elementary
Walt Disney Card & Party Shop	Bantam	Elementary
Bank Street Writer	Bank Street	Secondary
Bank Street Filer	Bank Street	Secondary
Prince	Baudville	Secondary
Print Shop Graphics Libraries	Broderbund	Elem./Sec.
Print Shop Companion	Broderbund	Elem./Sec.
Print Shop	Broderbund	Elem./Sec.
Body In Focus	CBS Software	Secondary
Success with Math	CBS Software	Elementary
Grammar Gremlins	Davidson	Secondary
Alien Addition	DLM	Elementary
Create with Garfield	DLM	Elem./Sec.
Demolition Division	DLM	Elementary
Dragon Mix	DLM	Elementary
MECC Elementary Spelling	DLM	Elementary
Minus Mission	DLM	Elementary
Verb Viper	DLM	Secondary
Word Radar	DLM	Secondary
Wordman	DLM	Secondary
Cross Country U.S.A.	Didatech	Secondary
Great Science Knowledge Race Game	Focus Media	Secondary
Heart Similator	Focus Media	Secondary
Adventures In Space	Grolier Electronic Pub., Inc.	Elem./Sec.
Secrets of Science Island	Grolier Electronic Pub., Inc.	Elem./Sec.
Tales of Me	Grolier Electronic Pub., Inc.	Elem./Sec.
Treasure Hunter	Grolier Electronic Pub., Inc.	Secondary
"Who, What, Where, When"	Hartley	Elementary
Chariots, Cougars & Kings	Hartley	Elementary
Kitten, Kids and A Frog	Hartley	Elementary
Memory Math	Hartley	Elementary
Scuffy and Friends	Hartley	Elementary
The Great Maine to California Race	Hayden	Secondary
Koala Pad	Koala Technologies	Elem./Sec.
Adventures In Flesh	Krell	Secondary
Muppet Keyboard	Learning Company, The	Elementary
Reader Rabbit	Learning Company, The	Elementary
MECC #702-Bagels, Hurkle, Taxman, etc.	MECC	Elementary
MECC Elementary Vol. 12, #736	MECC	Elementary
MECC Elementary Vol. 2, #703	MECC	Elementary
MECC Elementary Vol. 6, #25	MECC	Elementary
MECC Math Games #7	MECC	Elementary
MECC Primary Activities #31	MECC	Elementary
MECC Social Studies	MECC	Elementary
MECC Social Studies, #704	MECC	Elementary

MECC Special Needs Vol. 2, #755	MECC	Elementary
MECC Spelling #26	MECC	Elementary
Mastering Math Worksheet Generator	MECC	Elem./Sec.
Puzzles and Posters	MECC	Elem./Sec
Millikin Math Sequence - Revised	Milliken	Elem./Sec.
Crossword Magic	Mindscope	Elem./Sec.
Wizard of Oz	Pendulum Press	Elementary
Passageways to Comprehension	Publishing Concepts, Inc.	Elementary
Primary Steps to Comprehension	Publishing Concepts, Inc.	Elementary
Steps to Comprehension	Publishing Concepts, Inc.	Elementary
SRA Math Drill & Instruction	SRA	Elem./Sec.
Mastertype	Scarborough	Secondary
Kids at Work	Scholastic	Elementary
Microzine(s)	Scholastic	Secondary
Operation: Frog	Scholastic	Secondary
Talking Text	Scholastic	Elem./Sec.
Dragon's Keep	Sierra	Elementary
Kidwriter	Spinnaker	Elementary
Kindercomp	Spinnaker	Elementary
Certificate Maker	Springboard	Elem./Sec.
Newsroom	Springboard Learning	Sec./Adult
Newsroom Clip Art	Springboard Learning	Secondary
Functional Reading Skills	Steck-Vaughn Co.	Elementary
Magic Slate	Sunburst	Secondary
Survival Math	Sunburst	Secondary
Car Builder	Weekly Reader	Secondary
Stickybear Math	Weekly Reader	Elementary
Stickybear Printer	Weekly Reader	Elementary
Stickybear Reading	Weekly Reader	Elementary
Stickybear Typing	Weekly Reader	Elem./Sec.

APPENDIX F

SELECTED AFFECTIVE/PARENT INVOLVEMENT MATERIALS

AFFECTIVE CURRICULUM MATERIALS

AFFECTIVE AND SOCIAL SKILLS:

Children in Crisis Series

Understanding Differences

"What Do I See When I See Me"

Everyday Problems of Young Children

Magic Circle Human Development Program

Thinking, Changing, Rearranging-Improving Self-Esteem in Young People

DUSO: Developing Understanding of Self and Others

Understanding Early Childhood Series

Activities for Exploring Conflict and Aggression

(ACCEPTS) A Curriculum for Children's Effective Peer and Teacher Skills

Skillstreaming the Elementary School Child - A Guide for Teaching Prosocial Skills

PARENT INVOLVEMENT

Conflict Between Parents and Children Series

Children with Handicaps/Families Who Care Series

Parent Effectiveness Training

Steps Toward Effective Parenting

Active Parenting

(The) Effective Parent Series

APPENDIX G
FORMS

INDIVIDUAL STUDENT DAILY POINT SHEET

NAME: DATE:	1st BLOCK 9:00 - 11:00	2nd BLOCK 11:00 - 12:30	3rd BLOCK 12:30 - 2:00	4th BLOCK 2:00 - 3:15	TOTAL
COOPERATING WITH AND SHOWING RESPECT FOR ADULTS					
GETTING ALONG WITH OTHERS					
WORKING QUIETLY AND SPEAKING APPROPRIATELY					
USING TIME WISELY					
KEEPING SELF AND OBJECTS WHERE THEY BELONG					

POINTS	
NOTE RETURNED ( ) Yes ( ) No +	
BUS NOTE POINTS	
TOTAL POINTS	

DAILY ASSIGNMENT SHEET

STUDENT NAME: _____

Monday_____ Tuesday_____ Wednesday_____ Thursday_____ Friday_____ **DATE:** _____

READING Mastery List
Textbook_____ Workbook_____
Definitions_____
Sentences_____
Word Search_____
New Practice Readers_____
Reading for Meaning_____
Reading Skill Builder_____
Increasing Comprehension_____

ENGLISH AND LANGUAGE
Phonics Book_____ Pages_____
Rhyme Time_____
Word Puzzles_____
Vocabulary Development_____
Spelling Adventures_____
Direction Following_____
Monkeying with Words_____
Spelling_____
Language Arts_____
Scholastic Skills Book_____ Pages_____
Building Word Power_____
Learning English Sheets_____
Context Clues_____
Fantastic Facts_____
Locating Factual Information_____
Writing Skills_____
Patterns of Language_____
Skills Book_____
Book Report_____
Working with Facts and Details_____

HANDWRITING
Book_____ Pages_____
My Dictionary Workbook_____

MATH
Textbook_____
Math Sheet_____
Word Problems In Math_____
Monster Math_____
Flashcards_____
Math Record_____

OTHERS
_____
_____

LOFT BOOKS
Following Directions_____
Using the Context_____
Getting the Main Idea_____
Locating the Answer_____
Working with Sounds_____
Getting the Facts_____

SOCIAL SCIENCE
Social Studies_____
Science_____
Learning About the Earth_____
Map Skills_____
History Worksheet_____
Spark_____
Heroes Word Search_____

COMPUTER A.M. P.M.
_____
Journal_____
Sprint_____

EXTRAS
Library_____
Music_____
Gym_____
Art_____
Films_____
Cooking_____
Fieldtrip_____
Assembly_____

Mrs. McKenzie a.m.____ p.m.____
Mr. Reid a.m.____ p.m.____
Mrs. Reynolds a.m.____ p.m.____
Mrs. Tuckey_____
Mrs. Adkins_____
Mrs. Cherry_____
Mr. Bowen_____

AUDITORY PERCEPTION
Level_____ Lesson_____
Book_____
Tape_____

_____
_____

DAILY NOTE FOR WORK AND BEHAVIOR

STUDENT NAME: _____ **DATE:** _____

	* POINTS EARNED
COOPERATING WITH AND SHOWING RESPECT FOR ADULTS	
GETTING ALONG WITH OTHERS	
WORKING QUIETLY AND SPEAKING APPROPRIATELY	
USING TIME WISELY	
KEEPING SELF AND OBJECTS WHERE THEY BELONG	
TODAY'S TOTAL POINTS	

*** 20 POINTS POSSIBLE FOR EACH CATEGORY**

PARENT'S SIGNATURE: _____

DAILY WORK AND BEHAVIOR

NAME:	Good 10	Needs to Improve 5	Poor 0
FOLLOWS DIRECTIONS			
COOPERATES WITH ADULTS			
DOESN'T WASTE TIME			
GETS ALONG WITH OTHERS			
WORKS CAREFULLY			
WORKS QUIETLY			
NO POUTING OR COMPLAINING (GOOD ATTITUDE)			
RAISE HAND FOR ATTENTION (NO INTERRUPTING)			
GOOD BEHAVIOR OUTSIDE OF ROOM (MAINSTREAM)			
GOOD RECESS BEHAVIOR			
TOTAL			

PARENT SIGNATURE: _____ DATE: _____

MAINSTREAM

a.m.	p.m.	a.m.	p.m.	a.m.	p.m.	a.m.	p.m.
a.m.	p.m.	a.m.	p.m.	a.m.	p.m.	a.m.	p.m.

SAMPLE:

NAME	
10	10
8	10
10	10
a.m.	p.m.

POINTS

10 Good following directions
10 Good stay in seat
10 Get along with others on bus

MAINSTREAM	
_____ Good	Good +200 points when returned to room
_____ Needs to Improve	Needs to Improve 0 points -5 on nightly note
_____ Poor	Poor 10 on nightly note

DATE: _____

COMMENTS:

MAINSTREAM NOTE

Check area only if student received all of the points in that area.

_____ _____
Student's Name Date

_____
Mainstreamed Classroom Teacher

5 ____ Cooperated with teacher
5 ____ Got along with others
5 ____ Worked quietly
5 ____ Stayed in seat
5 ____ Finished Assignments

Comments/Assignments: _____

_____

_____

BUS BEHAVIOR

Check areas only if student received all of the points in that area.

_____ _____
Student's Name Date

5 ____ Cooperated with driver and aide
5 ____ Rode quietly
5 ____ Stayed in seat with belt on
5 ____ Kept hands and feet to self
5 ____ Got along with others

Comments: _____

_____

_____

BEHAVIOR INTERVENTION PLAN KEY

TARGET BEHAVIORS:

Observable behavior that is of major concern and is most interfering with success at school.

CHANGE STRATEGIES:

Specific and general strategies designed to eliminate/achieve the target behavior. These may include contracting, schedules of reinforcement, fading, etc.

IMPLEMENTATION:

Changes needed in the classroom or the student.

OTHER FACTORS:

Includes family dynamics, developmental concerns, past history, etc. which may have particular impact on the target behavior.

APPENDIX H
AWARDS

Awards

Remember the last time you were stopped and congratulated by a policeman for super safe driving?

Some kids can't remember hearing... "Congratulations. You contracted for 8 spelling words, and you spelled them all correctly this week." or "WOW!! 10 minutes in your seat today. That's 9½ minutes more than yesterday!"

Awards help provide the necessary feedback for the small gains that individual students make on those tasks which are hardest for them.

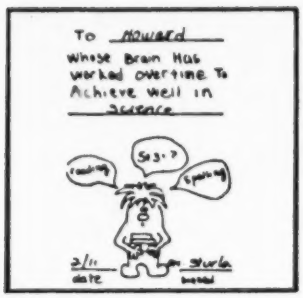
There are three types of awards that can be activated anytime a teacher catches a student engaging in a behavior she wishes to reinforce. All students need positive recognition for their achievement and behavior gains.

HUMAN SUPPORT AWARDS

Human Support Awards are used to recognize a person's actions toward another human being (peer, teacher, parent, principal, etc.) Tutoring a friend having a hard time with his spelling words, helping a neighbor pick up leaves, and practicing throwing and catching a ball with a buddy—these are all examples of behavior which might lead to earning a Human Support Award.

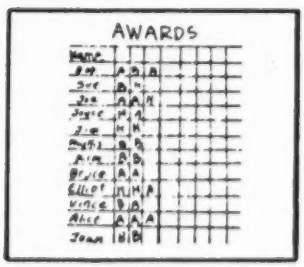
BEHAVIOR AWARDS

Behavior Awards reinforce successive small steps toward a desired behavior. Managing one's temper-control by shouting instead of kicking, working in one's seat for 10 minutes without bothering others, and completing tasks that are started are all examples of actions which could result in a Behavior Award.



ACHIEVEMENT AWARDS

Achievement Awards are known to most of us. Yet there are too many students who do not seem to be eligible under our present system oriented to grade level achievement. Every student has the right to earn an Achievement Award if he completes an assignment which is appropriate in task, length, and skill level for him.



AWARDS INVENTORY

The Awards Inventory provides a system for keeping track of those pupils already recognized and those who still need to be "caught in the act of doing it right."

Sounds like a lot of work! Imagine doing it in a classroom with 30 or more students!

Having the Awards and the Awards Inventory ready and duplicated makes it possible!! Remember, those students who seem difficult to catch doing anything right are the ones who need this recognition the most.

Super "Bee-havior" Award

is presented

to _____

for _____

_____

date

signed

Seal of Approval

earned by

_____

for _____

_____

_____

We Came Running To Tell You

that _____ is a neat friend because

_____

_____

_____
official signature

_____ _____
date official friend

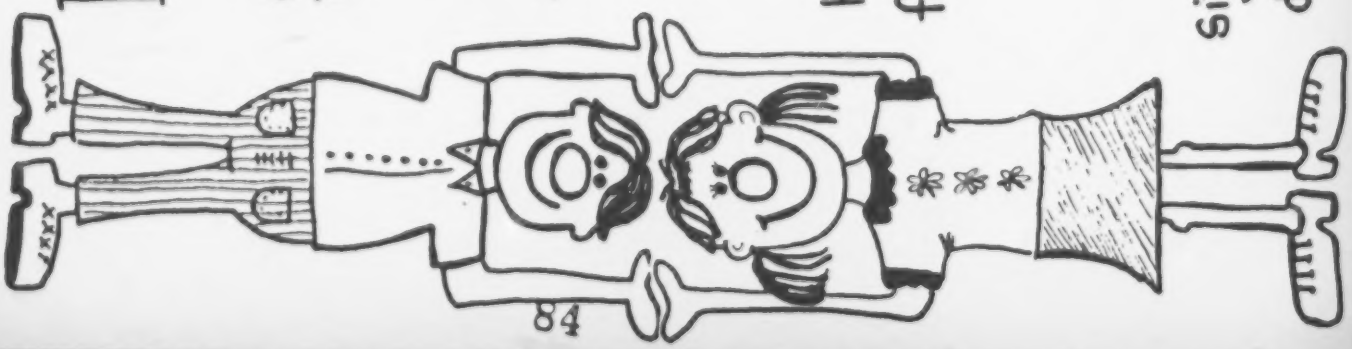
.....

Human Support Award

_____ has earned this human support award for _____ _____

signed: _____

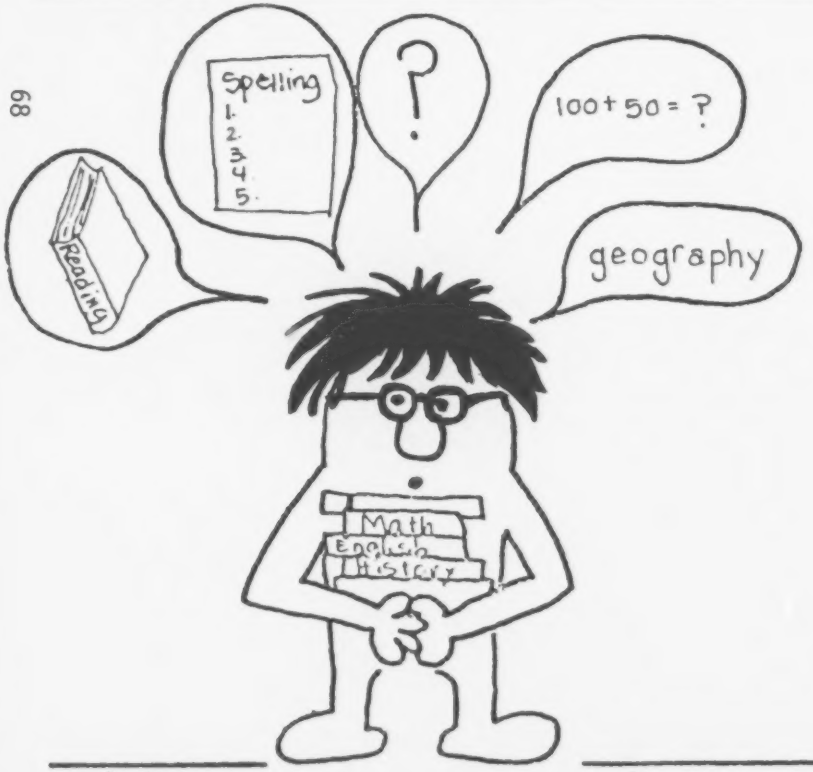
date: _____



To _____

Whose Brain Has Worked Overtime To Achieve Well in

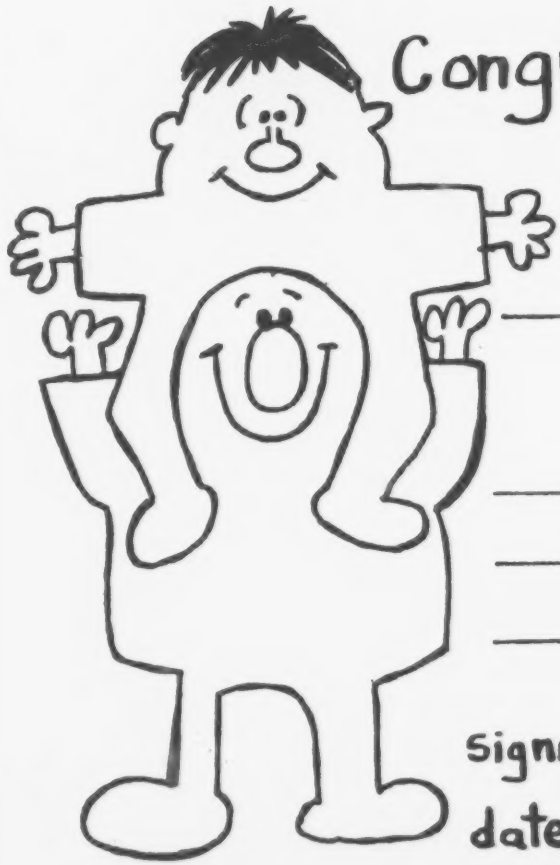
_____



_____ _____

date Signed

Special Buddy Award



Congratulation to

_____

for

_____

_____

_____

signed _____

date _____

Congratulations from your fans!!

has

Name

Team member

coach

date

DOG GONE RIGHT

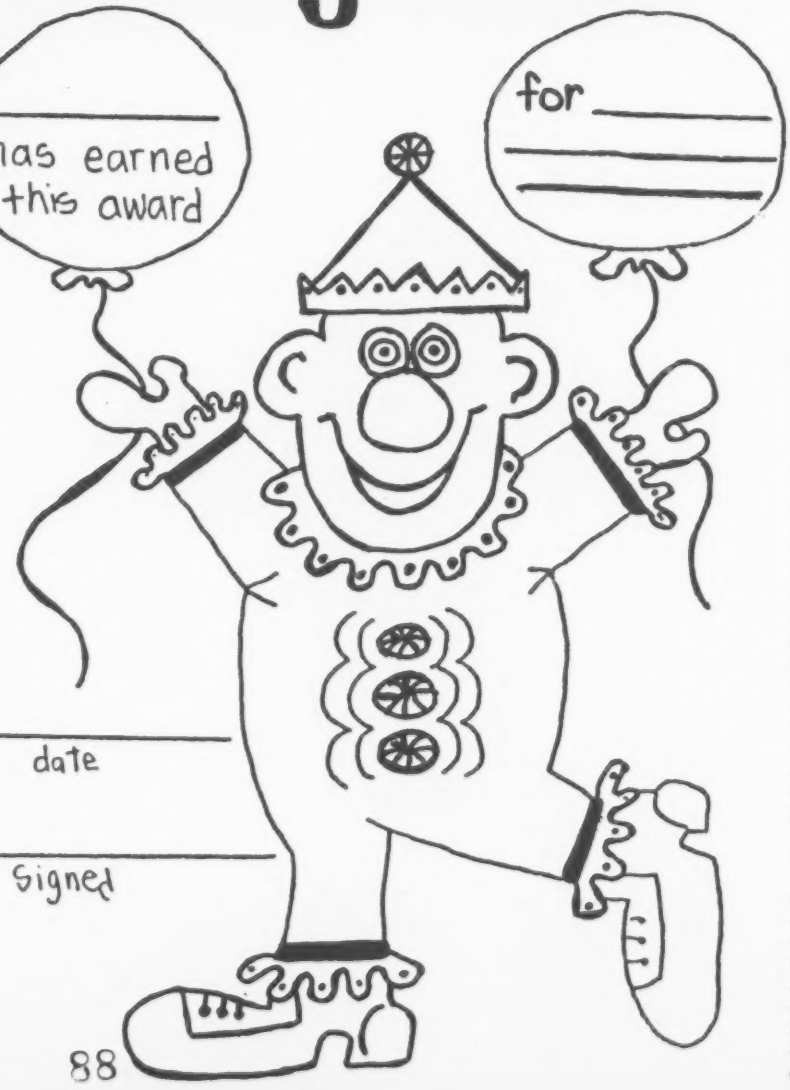
WE'RE ALL PROUD!

THIS IS TO CERTIFY
THAT _____
HAS BONED UP ON _____
_____

date _____

signed _____

You Ain't Been Clowning Around



date

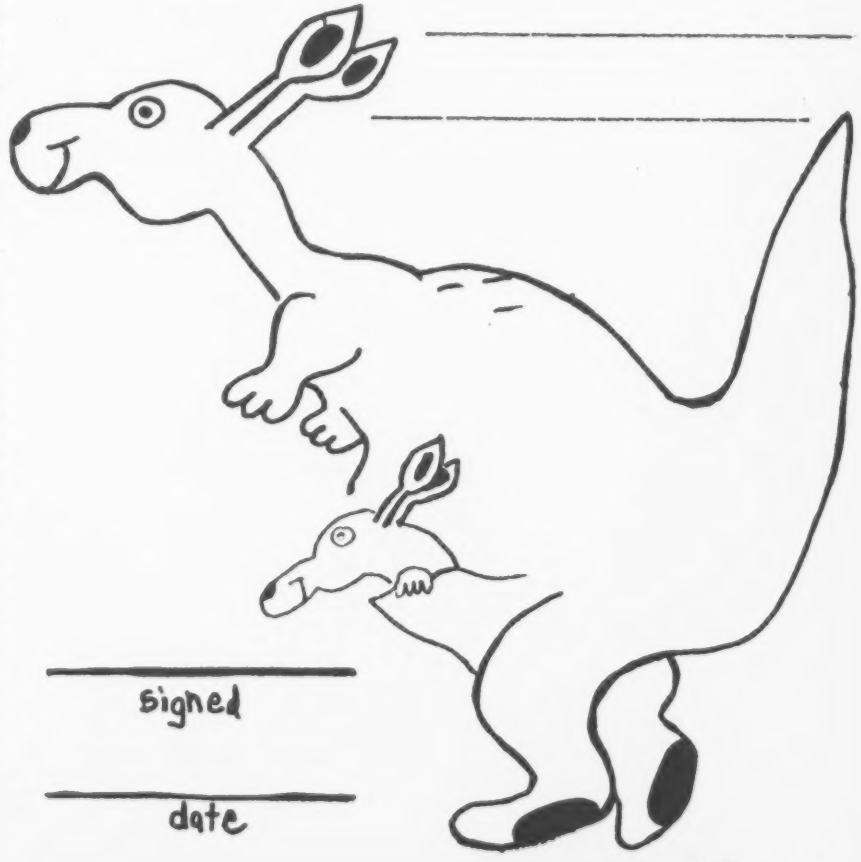
Signed

70

88

For Giving A Friend A Lift

_____ has been caught helping a friend by _____



Signed

date

89

_____ and _____

have successfully worked together _____

_____

_____

Their efforts were noticed on _____

_____ by _____

_____

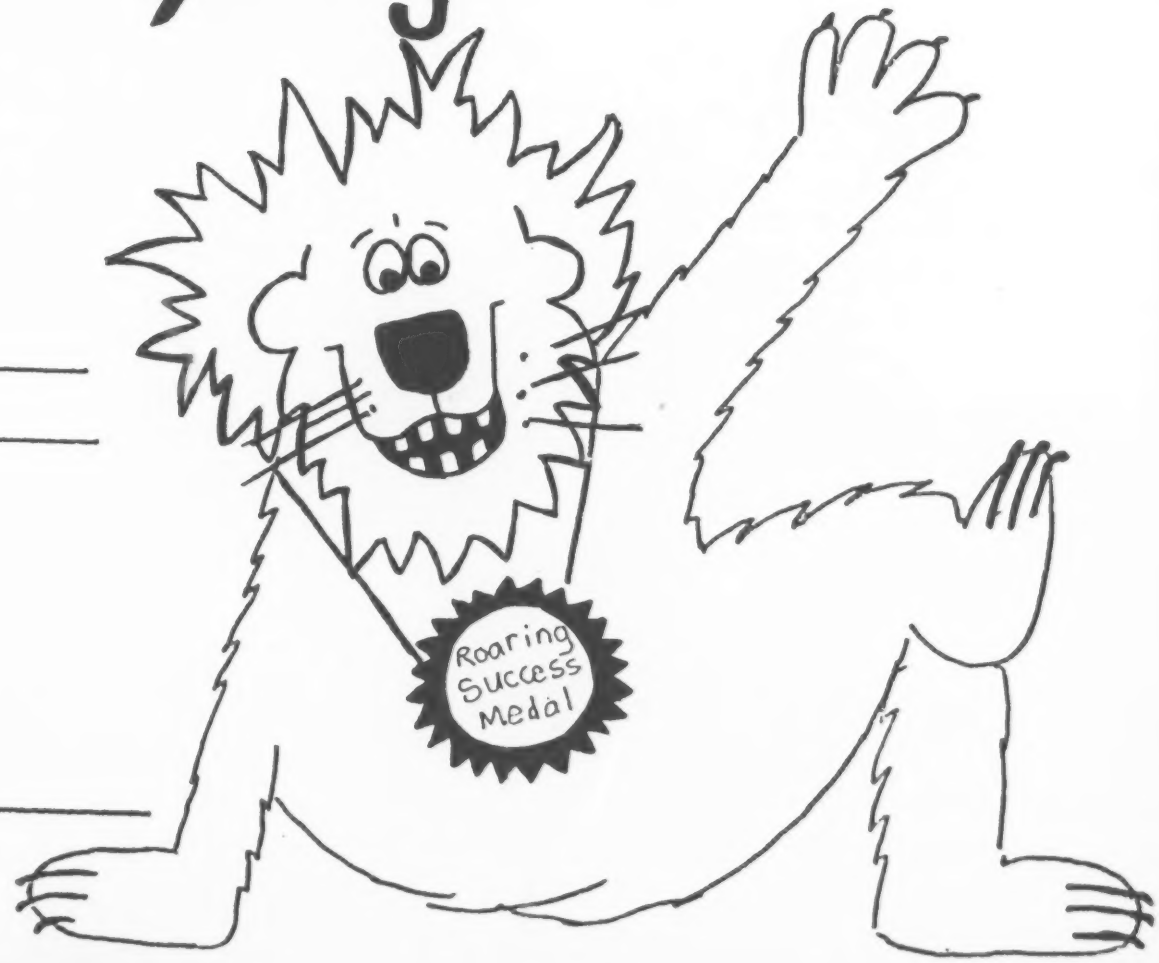
Fantastic!

_____ _____

date signed

No "Lion" I've Been Trying

This special
Achievement Award
is being presented
to _____
for _____



date _____

official Signature _____

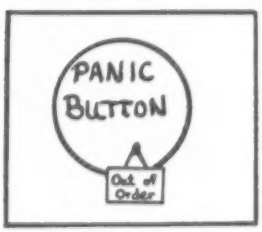
72

AWARDS

Inventory

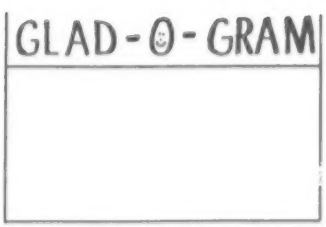
Name	week of	week of	week of	week of	week of	week of	week of	week of	week of	week of

School-Home Communicators



When a call or an official message from school arrives, how many parents wonder "Now what has my child done?"

School-Home Communicators create a way to put the Panic Button out of order.



SCHOOL-HOME COMMUNICATORS

School-Home Communicators are messages that are. . .

1. Personalized--they tell what an individual student **can do**.
2. Activity oriented--they suggest ways family members can help the learner (as suggested by teacher or student).
3. Two-way communicators--they encourage the development of a two-way communication loop between school and home.

_____ date

Parent Bulletin

Dear _____

You can be proud of your child. _____ is working on _____ at school. You can help at home by

_____

_____

_____

If you have any questions or comments please write them and return this form. _____

_____

_____

_____

Thank you very much for your time and effort.

_____

Signed

PARENT BULLETIN

Date _____

Dear _____

You can be proud of your child. _____

_____ is working on _____ at school.

You could help at home by _____

_____

_____.

If you have any questions or comments please write them and return this form _____

_____

_____

_____

Thank you very much for your time and effort

signed _____

My Behavior Can't Be Beat

How I worked at School

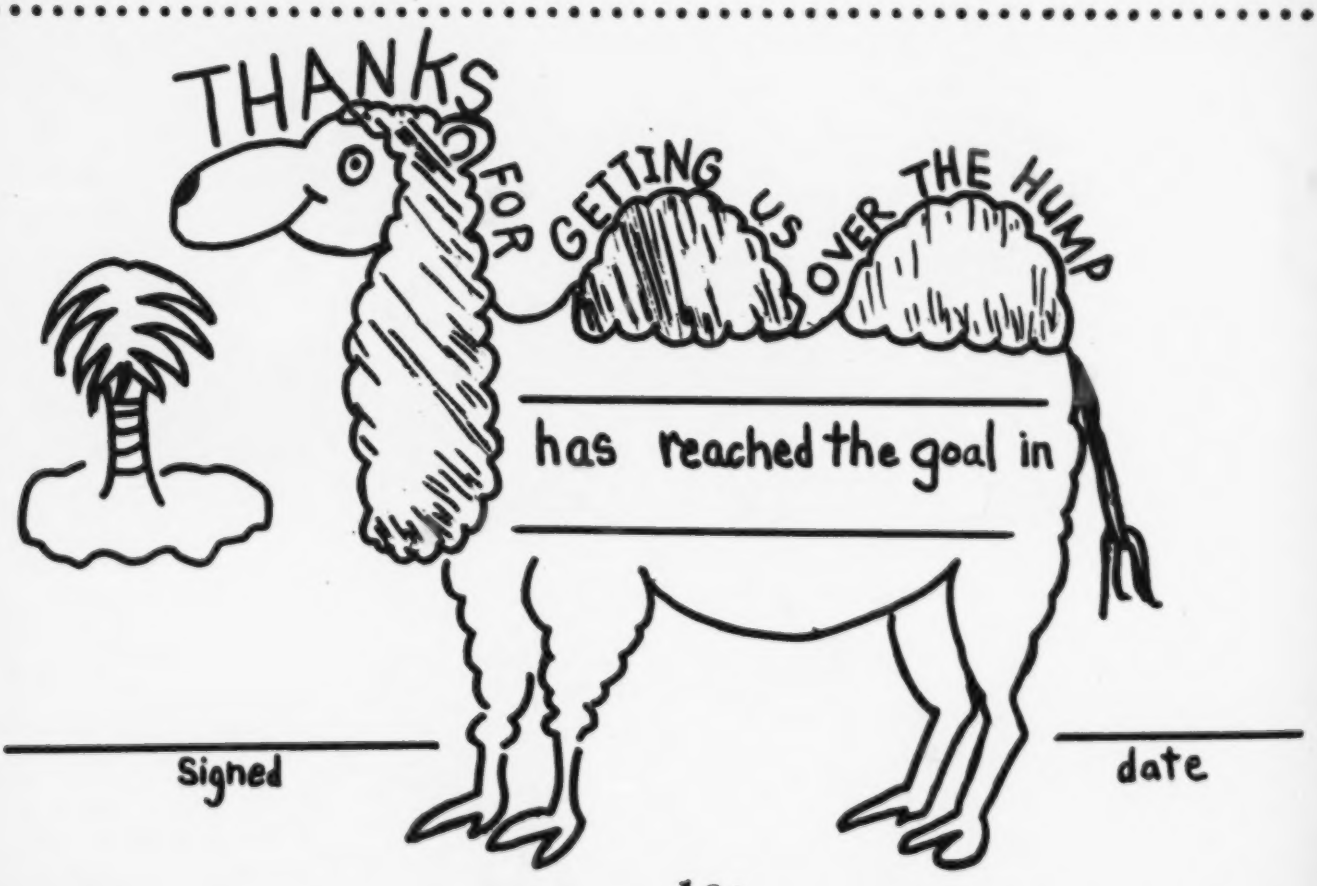
How I got along with friends

What I tried for the first time

How I helped others

My most amazing deed

GLAD-O-GRAM


THANKS
FOR
GETTING
US
OVER THE HUMP
has reached the goal in
Signed
date

X. Bibliography

A. Young Children in Action - High Scope

B. The Hurried Child - David Elkind

C. Psychology of the Child - David Elkind

D. Son Rise - Barry Kaufman

E. The Structure of Magic - Volume 1 and 2 - Bandler, Grinder

F. Peoplemaking - Satir

G. 100 Ways to Enhance Self-Concept - Jack Canfield

H. The Other Side of the Report Card - Larry Chase

I. The Magical Child - Joseph Chilton Pierce

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